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ABSTRACT

Wisconsin's Department of Public Instruction has outlined a business education program that includes training in information technology (IT) in grades K-4 and training in IT and management in grades 5-8. In grades 9-12, Wisconsin students receive training in IT, management, and financial services. Students in grades 9-12 also have opportunities to participate in work- and school-based learning programs, including cooperative business education, employability skills training, youth apprenticeships, and specialty certification courses. The following are among the beliefs held by the Wisconsin Department of Public Instruction with respect to business education: (1) IT is an important part of the entire educational process for all age levels; (2) students need financial knowledge to ensure that they make the best decisions both personally and professionally; (3) comprehensive business programs must have occupational preparation components; (5) business education's mission is to teach students about business and prepare them for careers in business; (6) students need to explore careers and develop business skills necessary to make meaningful decisions in a variety of business careers; (7) aligning the K-12 business curriculum within districts is critical to the advancement of students' business skills and knowledge; and (8) active involvement of advisory committees in business education is important. (MN)

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PROGRAM STANDARDS FOR

Business

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What Wisconsin Students Should Know And Be Able To Do In Business

Wisconsin Department of Public Instruction

ED 443 015

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This we believe about

INFORMATION TECHNOLOGY...

Information technology is an important part of our entire educational process for all age levels. Business education offers instruction to help students within the classroom as well as in the workforce. Students need to understand how information supports every discipline and the ethical and social issues related to the use of technology.

Examples of what students should know and be able to do include:

- access, navigate, and use on-line services
- identify and use productivity software
- use integration features of word processing, spreadsheet, database, and graphics software
- analyze spreadsheet data and database reports
- identify and use communication software, such as fax, e-mail, and voice mail
- design and produce documents using desktop publishing techniques
- describe emerging hardware and emerging programming languages

This we believe about

FINANCE...

Students need financial knowledge to ensure they make the best decisions both personally and professionally. Whether it is completing transactions for daily use or analyzing investments for their future, students must understand how to use resources to develop economic growth.

Personal Competencies

Examples of what students should know and be able to do include:

- calculate interest
- maintain and reconcile a checking account
- prepare a budget
- explain the use of credit
- prepare income tax forms
- understand investment options
- understand current local, state, national and international economic issues

Professional Competencies

Examples of what students should know and be able to do include:

- identify, prepare, and analyze financial statements
- apply accounting concepts using current technology
- prepare and maintain payroll records
- analyze how income is affected by supply and demand

The range of offerings includes courses designed for the understanding of personal finances as well as advanced courses for those pursuing a career in business.

SCOPE & SEQUENCE FOR BUSINESS

GRADES PK-4

INFORMATION TECHNOLOGY
- Keyboarding

GRADES 5-8

INFORMATION TECHNOLOGY
- Computer Application
- Keyboarding

MANAGEMENT
- Introduction to Business

GRADES 9-12

INFORMATION TECHNOLOGY
- Computer Applications
- Desktop Publishing
- e-Business
- Information Processing
- Multimedia Applications
- Word Processing/ Keyboarding

MANAGEMENT
- Business Communications
- Business Law
- Business Procedures
- Entrepreneurship
- International Business
- Introduction to Business
- Management

FINANCIAL
- Accounting
- Business Economics
- Computerized Accounting
- Personal Finance
- Recordkeeping

CERTIFICATIONS
- Business Co-op
- Cisco Networking Academy
- Employability Skills
- Youth Apprenticeship
- Other Specialty Certification Courses

This we believe about

➤ MANAGEMENT...

Students in management courses develop skills and knowledges related to the American economic system. Areas of study include basic business concepts, entrepreneurship, communication, law, operations, and international business.

Competencies in problem solving, human relations, customer services, and business ethics are also necessary in a free market society and are an integral part of management courses.

Examples of what students should know and be able to do include:

- define the laws of supply and demand
- analyze domestic versus international business operations
- complete legal forms used in business transactions
- produce technical writing such as letters and reports
- demonstrate elements of good customer service
- demonstrate interpersonal skills that impact the ability to work as part of a team
- prepare and deliver a presentation related to business

This we believe about

➤ CERTIFICATIONS...

A comprehensive business program must have an occupational preparation component. Either through work-based learning experiences or school-based instruction, students should be offered the opportunity to obtain industry-based certifications.

Work-based learning programs involve trained mentors providing paid work experiences for students to master specific work-site competencies. Two-year programs include Youth apprenticeships in Finance, Information Technology, Tourism, and Hotel/Motel. One-year work-based programs leading to certification include State Certified Business Coop, Employability Skills, and the above-mentioned youth apprenticeship programs.

School-based learning programs involve classroom or independent instruction to master specific industry-based competencies leading to a specific certification. Possible school-based offerings could include:

- CCNA – Cisco Certified Network Administrator
- CNA – Certified Novell Administrator
- MCP – Microsoft Certified Professional
- MOUS – Microsoft Office User Specialist
- A++ – an industry hardware certification

This we believe about the

➤ TEACHING OF BUSINESS...

Business activities are such an integral part of the day-to-day routine that many people do not realize the importance or the scope of the American business enterprise. Business education's mission is to teach students about business and to prepare students for careers in business.

The development of skills in business communications, technology, human relations, and good work attitudes have been identified by employers as indicators for success. Therefore, business courses are essential to the education of all youth.

Within the local school district and the community, it is the business educator who must develop and deliver a comprehensive business program that would include the following categories of academic standards:

- Communications
- Information Systems/Technology
- Financial Procedures
- Economics
- Entrepreneurship
- Marketing
- International Business
- Principles of Management
- Principles of Law
- Interpersonal and Leadership Skills
- Career Development

School communities use these standards to build a complete curriculum offering a broad range of diversity in scope and level. The evolving environment created by the net generation provides business education a window of opportunity to be vibrant, viable, and involved as leaders in the educational process.

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This we believe about **CAREER DEVELOPMENT...**

Students need to explore careers and develop skills necessary to make meaningful decisions in a variety of business careers. Therefore, units on careers need to be incorporated into all business courses at all levels. In addition, some schools may elect to offer a separate course on careers to further enhance this component of the students' business program.

This we believe about **BUSINESS FOR ALL STUDENTS...**

Respect for the rights, equality, and dignity of all citizens is a basic American philosophy. A comprehensive business program must be accessible to all students including students with disabilities, with limited English proficiency (LEP), and with accelerated needs. Utilizing school and community resources, the business curriculum must be flexible to meet the needs of all students. Business educators must take an active role to ensure that all students have equal access to and equal opportunity for a meaningful education.

This we believe about **CURRICULUM ALIGNMENT & INTEGRATION...**

Aligning the business curriculum K-12 within districts is critical to the advancement of business skills and knowledges for all students. The scope and sequence of the K-12 curriculum should start with a solid foundation established at the elementary and middle school levels and expand into comprehensive course offerings at the high school level. In addition, business educators should collaborate with educators from other disciplines to facilitate the transfer of learning.

This we believe about **POST-SECONDARY ARTICULATION...**

Students who choose business courses that are articulated with post-secondary institutions can earn college credit or advanced standing. Other post-secondary opportunities for students include Youth Options and distance learning. Business educators should pursue post-secondary articulation to develop a comprehensive K-16 scope and sequence in business.

This we believe about **ADVISORY COMMITTEES...**

An advisory committee, chaired by a businessperson, should be actively involved in the business education program. Suggestions of ways advisory committees can be utilized include assisting in conducting community surveys, needs assessment, and student follow up, developing public relations materials, advising on technology curriculum updates, and participating in mock student interviews.

This we believe about **FUTURE BUSINESS LEADERS OF AMERICA...**

A comprehensive business program must integrate FBLA throughout its curriculum. When all business educators work together to advise an FBLA chapter, the success of the chapter will bring pride to the students, the department, the school, and the community. FBLA builds leadership skills, community awareness, personal growth, and recognition for all involved.